INDIANA EVALUATION RUBRIC FOR SUPPLEMENTAL SERVICE PROVIDER APPLICATIONS
2009-2010

I. Evidence of Effectiveness in Improving Student Academic Achievement (30%)

EXISTING ORGANIZATIONS:

1. Empirical or statistical evidence of significant improvement in student academic achievement in either English/language arts, Mathematics, or both over time as a result of provider services. [Where appropriate, this section should include clearly labeled tables/graphs/charts that depict the academic improvement of students.]

NOTE TO REVIEWERS: If the organization is applying as a new organization, please refer to #1(a) and #2(a) below for review.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Extensive evidence is provided; evidence is sound; evidence is more than adequate to show student improvement; if tables/graphs/charts are included, they are highly useful in depicting achievement.	Some clear evidence is provided; evidence is generally sound; evidence is generally adequate to show student improvement; if tables/graphs/charts are included, they are somewhat useful in depicting achievement.	Evidence is partial or vague; evidence may be suspect; evidence seems inadequate to show student improvement; if tables/graphs/charts are included, they are vague or unclear.	No evidence is provided.

2. Provide a description of the methodology that will be used to collect the evidence provided in #1.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description of methodology is extensive; methodology used is extensive and sound.	Description of methodology is generally clear but not extensive; methodology used is adequate and is relatively sound.	Description of methodology is partial or vague; methodology used is inadequate, unsound, or inappropriate.	No description is provided.

NEW ORGANIZATIONS:

1(a). Provide a specific description of the levels of achievement that you anticipate students will make after participation in your program for one year. Include rationale for anticipated levels of achievement.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description of achievement levels is clear and extensive; anticipated achievement levels appear feasible yet ambitious; rationale is sound and strongly supports anticipated levels.	Description of achievement levels is generally clear; anticipated achievement levels appear possible but not ambitious; rationale is clear and somewhat supports anticipated levels of achievement.	Description of achievement levels is partial or vague; anticipated achievement levels are unclear, overly ambitious, or not feasible or appropriate; rationale is unclear and does not support anticipated levels.	No description is provided.

2(a). Provide a description of the methodology that will be used to collect the evidence provided in #1a.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description is extensive; methodology used is extensive and sound.	Description of methodology is generally clear but not extensive; methodology used is adequate and is relatively sound.	Description of methodology is partial or vague; methodology used is inadequate, unsound, or inappropriate.	No description is provided.

II. Documentation of High Quality Curriculum and Instructional Strategies (15%)

1. Describe the major elements of your tutoring program. Explain the research upon which your program is based. Include all necessary research citations.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1pt.)	NOT PROVIDED (0 pts.)
Tutoring program appears strongly research-based; applicant clearly understands research used; research is clearly and extensively linked to program elements; explanation includes extensive research that has been published in peer-reviewed journals.	Tutoring program appears somewhat research-based; applicant generally understands research used; research is adequately linked to program elements; explanation includes some research that has been published in peer-reviewed journals.	Tutoring program is not research-based or is weakly linked to research; explanation is partial or vague; research is weak; applicant does not seem to understand research used; explanation includes no research that has been published in peer-reviewed journals.	No explanation is provided.

2. Describe the curriculum used by your program.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1pt.)	NOT PROVIDED (0 pts.)
Curriculum is clearly described; curriculum is highly appropriate for the tutoring program previously described; curriculum is strongly linked to research; applicant demonstrates a strong understanding of curriculum.	Curriculum is described in a generally clear manner; curriculum is somewhat appropriate for the tutoring program previously described; curriculum is generally linked to research; applicant demonstrates a generally clear understanding of curriculum.	Curriculum is unclear; curriculum is inappropriate for the tutoring program previously described; curriculum is not research-based; applicant demonstrates a poor understanding of curriculum.	No explanation is provided.

3. Describe instructional methods that are used to implement the curriculum described in number 2.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1pt.)	NOT PROVIDED (0 pts.)
Methods are extensive; methods are highly appropriate for the program and curriculum; methods are research-based and appear highly likely to support student achievement.	Methods are adequate but not extensive; methods are somewhat appropriate for the program and curriculum; methods are generally research-based and appear somewhat likely to support student achievement.	Methods are inadequate or unclear; methods are inappropriate for the program and curriculum; methods are weakly or not research-based and appear unlikely to support student achievement.	No explanation is provided.

4. Describe the direct link between your program's elements (e.g., length & number of sessions, class size, delivery of instruction, lesson plans, etc.) and increased student achievement. Include all necessary research citations.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Evidence provided shows strong connection to program elements and increased achievement; applicant demonstrates strong understanding of connections; elements appear highly likely to increase achievement.	Evidence provided shows adequate connection to program elements and increased achievement; applicant demonstrates adequate understanding of connections; elements appear somewhat likely to increase achievement.	Described linkages are unclear or inadequate; evidence provided shows inadequate or unclear connection to program elements and increased achievement; applicant demonstrates poor understanding of connections; elements appear unlikely to increase achievement.	No explanation is provided.

5. Provide a detailed description of a typical tutoring session. This section should describe the length of the session and include a detailed sample lesson plan and materials for a typical tutoring session. Additionally, the sample lesson plan should refer to the components of the curriculum (described in number 2) used during this sample lesson.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Lesson plan is strong and of high quality; clear and extensive references are made to curriculum and instructional strategies; lesson plan is highly appropriate.	Lesson plan is of adequate quality; references to curriculum and instructional strategies are somewhat clear; lesson plan is somewhat appropriate.	Lesson plan is partial, vague, or of low quality; references to curriculum and instructional strategies are unclear; lesson plan is inappropriate.	No lesson plan is provided.

III. Connection to Indiana State Academic Standards and Local District Instructional Programs (15%)

1. Describe the ways in which your program's curriculum and instructional methods directly connect to Indiana Academic Standards, especially those for English/Language Arts and Mathematics. Provide examples of specific standards your curriculum and lessons address. Be sure to include exact citations.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Connection is strong and extremely clear; specific standards are cited; strong understanding of IN standards is demonstrated.	Connection is somewhat clear; some specific standards are cited; adequate understanding of IN standards is demonstrated.	Connection is partial or vague; few or no specific standards are cited; poor understanding of IN standards is demonstrated.	No connection to standards is provided.

2. Describe how you have established or plan to establish connections with the academic programming of the district(s) in which you intend to operate. A). Cite the specific district curriculum or instructional methods to which your program connects, and b). Describe how you intend to build relationships with district staff, including central office, principals, and teachers.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Connection is extremely clear; specific programs are cited and clear connections are established; plans to build relationships are extensive and likely to succeed.	Connection is somewhat clear; some specific programs are cited and moderate connections are established; plans are generally clear and possible to succeed.	Connection is partial or vague; description is limited; no specific programs are cited or connections to specific program(s) are unclear; plans are unclear and unlikely to succeed.	No explanation is provided.

IV. Student Assessment (15%)

1. Name and describe the standardized assessment that is used to pre-test students to diagnose and assess student needs and to post-test students to measure growth. Provide a description of why this assessment was selected and evidence that this assessment is an appropriate and valid measure for your programming.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Clear description of assessment is provided; assessment is highly appropriate; applicant demonstrates extensive understanding.	Adequate description of assessment is provided; assessment is generally appropriate; applicant demonstrates adequate understanding.	Partial or vague description of assessment is provided; assessment is inappropriate; applicant demonstrates poor understanding.	No description is provided or no assessment is used.

2. Describe how the selected assessment connects to ISTEP+ as a measure of a student's mastery of Indiana Academic Standards.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description is strong; assessment extensively connects to ISTEP+ and academic standards; applicant demonstrates an extensive understanding of the connection.	Description is adequate; assessment generally connects to ISTEP+ and academic standards; applicant demonstrates an adequate understanding of the connection.	Description is vague or inadequate; assessment connects poorly to ISTEP+ and academic standards; applicant demonstrates a poor understanding of the connection.	No data are provided.

V. Assessment of Progress and Reporting Information (15%)

1. Describe the process that will be used to develop an individual learning plan and individualized instructional program based on each student's individual needs with clear goals and a timetable for achievement gains. This section must include a description of how the assessment described in Section IV will be used as part of the program development process for each student.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Process is extremely clear and likely to be successful at identifying student needs; standardized assessment is clearly connected to program development process; applicant demonstrates a strong understanding of connection between use of the assessment, planned programming, and goals.	Process is adequate and possible to be successful at identifying student needs; standardized assessment is adequately connected to program development process; applicant demonstrates an adequate understanding of the connection between use of the assessment, planned programming, and goals.	Process is vague or inadequate and unlikely to be successful at identifying student needs; standardized assessment is poorly connected to program development process; applicant demonstrates a poor understanding of the connection between use of the assessment, planned programming, and goals.	No description is provided

2. Describe how you will work with district staff and parents to ensure that individual learning plans are appropriate.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Plan is strong; plan appears highly likely to result in appropriate individual learning plans; district and parents are extensively involved.	Plan is adequate; plan appears possible to result in appropriate individual learning plans; district and parents are somewhat involved.	Plan is inadequate or inappropriate; plan appears unlikely to result in appropriate individual learning plans; district and parent involvement is limited.	No goal or description is provided.

3. If you plan to operate as a small or large group program (i.e., with a student/tutor ratio of greater than 1:1), describe how tutoring is individualized based on student needs, as well as the ways in which tutors will adjust each student's programming based on student progress, OR, if you plan to operate as a one-to-one tutoring program, describe how you will adjust instruction periodically based on the student's level of progress toward his/her academic goals.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
For small/large groups: description is strong; applicant demonstrates a clear understanding of how to individualize within a group; process for adjusting programming is strong. For one to one programs: description is strong; applicant demonstrates a clear & extensive process for adjusting instruction.	For small/large groups: description is adequate; applicant demonstrates an adequate understanding of how to individualize within a group; process for adjusting programming is adequate. For one to one programs: description is adequate; applicant demonstrates an adequate process for adjusting instruction.	For small/large groups: description is poor or inadequate; applicant demonstrates a poor understanding of how to individualize within a group or does not plan to individualize; process for adjusting programming is limited. For one to one programs: description is inadequate or poor; applicant demonstrates a poor or inadequate process for adjusting instruction.	No description is provided.

4. Describe the specific procedures, including the timeline and frequency of reporting, to be used in reporting student progress to (1) parents; (2) teachers; and (3) local school district staff.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Procedures are extensive; procedures are extremely clear and highly appropriate for reporting progress; procedures are likely to ensure that all parties are informed of progress.	Procedures are adequate; procedures are somewhat clear and adequate for reporting progress; procedures appear possible to ensure that all parties are informed of progress.	Procedures are partial or vague; procedures are unclear or inadequate for reporting progress; procedures appear inadequate for ensuring that all parties are informed of student progress.	No description is provided.

5. Provide a sample progress report in the Appendix.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Progress report is extremely clear. Report is highly likely to convey specific information regarding student academic achievement.	Progress report is adequate. Report seems adequate to convey specific information regarding student academic achievement.	Progress report is unclear or overly complicated. Report seems unlikely to convey specific information regarding student academic achievement.	No report is provided.

6. Explain how you will maintain compliance with confidentiality precautions as set forth in NCLB and FERPA in your progress reporting.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Plan is extremely clear; applicant demonstrates strong knowledge of confidentiality requirements of NCLB and FERPA.	Plan is generally clear; applicant demonstrates fair knowledge of confidentiality requirements of NCLB and FERPA.	Plan is unclear; applicant demonstrates poor knowledge of confidentiality requirements of NCLB and FERPA.	No plan is provided.

VI. Qualifications of Instructional Staff (10%)

1. Describe your staff's qualifications to provide high quality supplemental services. Description of staff qualifications MUST include a description of degrees and/or certifications necessary to become a tutor.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description is clear and complete; staff qualifications are strong and likely to support high quality services.	Description is somewhat clear; staff qualifications are adequate to support high quality services.	Description is partial or vague; staff qualifications seem inadequate to support high quality services.	No description is provided OR no description of degrees and/or certifications necessary is provided.

2. Describe how your staff qualifications are appropriate for your program (e.g., how will staff with these qualifications enable your program to improve student academic achievement)?

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description is extremely clear; qualifications are highly appropriate for programming; applicant demonstrates a strong understanding of qualifications necessary for the programming.	Description is adequate; qualifications are adequate for programming; applicant demonstrates an adequate understanding of qualifications necessary for the programming.	Description is partial or vague; qualifications are inadequate or inappropriate for programming; applicant demonstrates a poor understanding of qualifications necessary for the programming.	No description is provided

3. Describe your process for recruiting and retaining high quality staff.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description is extremely clear; process for recruiting & retaining is extensive and highly appropriate.	Description is adequate; process for recruiting & retaining is adequate.	Description is partial or vague; process for recruiting & retaining is vague and inadequate.	No description is provided.

4. Describe your process for regularly reviewing staff performance.

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description is extremely clear; process is extensive and highly appropriate and seems likely to support high quality instruction.	Description is adequate; process is adequate and seems probable to support high quality instruction.	Description is partial or vague; process is inadequate and seems unlikely to support high quality instruction.	No description is provided.

5. List and describe the professional development that tutors attend. In addition, explain how these opportunities directly improve the instruction and services offered by the staff (e.g., how will each opportunity enable tutors to help students improve academic achievement?).

STRONG (3 pts.)	MODERATE (2 pts.)	LIMITED (1 pt.)	NOT PROVIDED (0 pts.)
Description is extensive; opportunities are extensive, and highly likely to lead to improved instruction.	Description is clear but not extensive; opportunities are clear but not extensive and somewhat likely to lead to improved instruction.	Description is partial or vague; opportunities are limited and seem inadequate and unlikely to lead to improved instruction.	No description is provided.